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Education must be thought of in its total context. Additional compensation must continue to be planned for the disadvantaged, and the proper kinds of compensation must be planned for the middle class.

If total education for all youth is to be provided, a most critical need is facilities. Other needs include: recruitment, training, and job placement of teaching personnel and a basic overhaul of the institution itself.

Money could solve most of the institutional problems of the poor, the disadvantaged, and the advantaged. Exclusive of facilities, about $1,000 per child per year is needed. The general emphasis of money should be placed on the early years.

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LET'S MAKE A DIFFERENCE!

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What is it really going to take to bring children and youth out of poverty? What role can and should education play as one of the most significant forces in the lives of all children? First of all, we cannot think of this problem as unique to the children of poverty. We must think of education in its total context. We have been fortunate in our efforts in programs under the Great Cities, the Juvenile Delinquency Act, and the Economic Opportunity Act because we have been able to do many things which we could never have tried in the middle class, outer city and suburban school systems. Many organizational changes, many curricular modifications, much "downgrading" of the curriculum, have been possible because we did not have the articulate voice of the basic educationists and the "what was good enough for me is good enough for them" parents.

We must look at the total educational process, and many of the innovations and newer programs begun under the guise of poverty are certainly appropriate for all children and youth. In addition, there will be, as we continue to develop programs for the poor, continued and accelerated resentment by the middle class populations - that we are doing everything for the poor. The middle class will generally accept some compensation for youth. This they have demonstrated in their additional provisions for the physically and the emotionally handicapped children. But, as we continue to add programs for the poor, the resentment will continue to build, so we need additives for the middle class child as well. This is particularly true as the middle class parent senses that alienation in youth and in many ways a sense of powerlessness pervades his

life, too. This is not precisely the powerlessness of the poor, but a powerlessness which results from an inability to know and plan direction for their lives. The insane pursuit of leisure--the lack of any substantive values to give meaning to their existence--these are areas in which the middle class sense their powerlessness.

We must, therefore, do for all children what we do for the poor. We must continue to place additional compensation in disadvantaged areas and the kinds of compensation that are planned for middle class areas must be carefully done. Some middle class areas which are undergoing racial tensions and stress will probably need as much and perhaps even more compensatory service than those most seriously disadvantaged areas.

Let us, then, think of total education rather than just for disadvantaged youth.

If that total education is to be provided, a most critical need is facilities. It has often been said that the finest facilities can make little difference in the lives of children, and there is research to support this. This does not speak, however, to existent versus non-existent facilities. If we are to reduce class size, if we are to make pre-school and day-care a part of a school program, if we are to provide specialized training for the vocations and specialized classrooms for the retarded and the emotionally disturbed --then, facilities, their existence or non-existence, are a crucial factor. To reduce class size by five in a city the size of Detroit, for example, would take an additional two thousand classrooms. To provide pre-school experiences for ten thousand children would require close to eight hundred classroom spaces. To rehabilitate the existing

facilities so that lighting is adequate, that flexible curricular arrangements can be utilized, so that conditions for learning are optimal, would require, once again in the City of Detroit, around one hundred million dollars. Facilities are a very critical factor.

The second and obvious need for providing adequate education for all young people, with emphasis on the poor, is personnel. We can do much to provide indigenous lay people, teachers' aides, student assistants, and the like, to free staff to perform the task for which they were trained, but are they trained? There simply are not enough bright young people going into education. Surely we have our share but if educators are to become, in Ashley Montague's language, "the acknowledged legislators of this land", then the proportion of teachers that are highly intelligent, that are compassionate, that are experimental--then we must do a better job of recruitment, training, and placement of teaching personnel.

The teacher is the key person upon whom the educational system depends. Her behavior and her attitudes, when she closes the door to the classroom, determine whether learning, indifference to learning, or rejection of learning takes place. The degree to which the critical process of socialization is accomplished is dependent upon her assumptions about teaching, about herself as teacher, and about children and youth. Those perceptions become even more critical when dealing with disadvantaged youth; those youth who often bring to the classroom a value system which is in wide variance from that of the teacher. If in the process of rejecting certain values which are alien to her values she also rejects the child, she reinforces the limitations already pressed upon that child by his home and community. Although some teachers, through prejudice and fear,

consciously reject youth who are different, most teachers who reject children do so unconsciously, registering distaste and rejection by the nuances and subtleties of their behavior. Such rejections are the result of ignorance of the environment of the children, and of an emotional commitment to values which say "anyone can make it if they just try", the hollow bootstrap ploy which betrays a poor intellectual grasp of sociology, urbanization, and the impact of technology, specifically automation.

The authentic teacher will not so reject children. He will not be the incompetent job-filler whose values are in contrast with the values of education. Rather, his motives will be humanitarian. His values will be in accordance with the intellectual and socialization values of education. He will bring to the difficult task of educating all youth a "peace corps" syndrome of energy, enthusiasm, intellectual competence and concern. Such teachers exist. They are found in all schools and school systems. They are the teachers described by Sidney Harris as he reflected on teachers in an article in his daily column:

> "The few teachers who meant the most to me in my school life were not necessarily those who knew the most, but those who gave out of the fullness of themselves; who confronted me face to face, as it were, with a humanhood that awoke and lured my own small and trembling soul and called me to take hold of my own existence with my two hands."

These are the teachers necessary to make a significant impact on youth. What must a school system do to secure such teachers,

keep such teachers, and enable them to demonstrate their authenticity?

A. We must be creative enough to devise the ways to eliminate the hostile, the damaging, the incompetent teacher. Further, we can no longer accept the polarization of our positions on merit pay or other means of recognition of superior or inferior teaching.

B. We must learn how to provide meaningful in-service experience for teachers. We must bridge the gap between the theoretical of the university and the reality of the classroom. (Parenthetically, I also suggest in-service education of university personnel involved in the training of teachers.)

C. We must make teaching in disadvantaged areas sufficiently attractive so that teachers will want to teach there. Extra pay for teachers is a possible answer, but compensatory books, supplies and equipment, additional back-up personnel, lower class size, the most competent administrators, and general support can do more than additional pay.

D. We must also intensify our recruitment of new teachers, sharpen our skills in the screening of those teachers, develop additional skills in our pre-service training programs and broaden the intellectual and experiential base for those prospective teachers. We must critically examine our certification requirements and discover short-cuts to the training of qualified personnel, who currently are seen as uncertified.

E. We must begin to examine the school in its contemporary context so that the competent teacher can be freed to teach. This means that we must examine the role of the school in this revolutionary period of our history and ask what we are teaching for. We must look at our fact-dominated curriculum and ask if youth can any longer deal with the relatively unsorted debris resultant from that fact-explosion. Only after such an examination can clarity come to the development of appropriate curriculum for all youth. Only after such an examination can a multi-sensory, problem solving approach to learning become a reality.

F. We must affirm that the school and the teacher cannot be all things to all youth and adults. Only as education assists in the catalyzing of those agencies whose function is to serve youth can the schools be released from the feeding, clothing, and housing of children. Only a combined thrust by all institutions and agencies can make the impact necessary if we are to overcome the debilitating effects of poverty and deprivation.

G. The proliferation of programs, such as those sponsored by the Anti-Poverty legislation, and the already existent shortage of professionals places demands on all institutions and agencies far beyond their personnel resources. Educators need wisdom to train and creatively utilize the talents and skills of non-professionals if they are to provide quality education for all youth. Wisdom and skill which transcends the traditional is also crucial in the involvement of the indigenous non-professional, both in the planning

and implementation of programs for the disadvantaged. We can no longer assume we know what is best for the poor. Such benevolent despotism gives only the appearance of success...the success only of those who assume the values of the despot.

A third obvious and yet critical need is to provide the educational experience much earlier than we presently do. This means a vast expansion of pre-school, day-care, and Head-Start like programs. Certainly this applies most appropriately to poor children, but it also applies to the millions of disadvantaged children from advantaged families.

A fourth need is a basic overhaul of the institution itself. It is generally stated that the institution will not change from within because of the bureaucratic nature of the institution, the rigidity and shortsightedness of school personnel, and because there exists an heritage of non-action. Let me suggest that this may be fallacious.

Schools and school systems have existed only by the sufferance of a voting population which is basically hostile to their youth. Money has been doled out for bare essentials in facilities, personnel and materials. Which schools or school systems have had not only the necessities but the abundance of materials, personnel and facilities necessary for the experimentation and innovation and the excitement which is inherent in learning--the wealthiest suburban schools? What executive would be without air-conditioning for the summer months? Yet that same executive screams about taxes if air-conditioning is contemplated where youth are concerned, particularly if they are not his youth.

This heresy simply states that money could solve most of our institutional problems, for the poor, the disadvantaged and the advantaged. Certainly there would be abuses, if real funds were available! Certainly there will be failures! Certainly there will be hardening of institutional lines and funds will be used to hire more supervisors to do the same wrong things they have been doing all along. But imagine what the creative and ingenious educators would do! (And we have them!)

Let's tolerate the failures (like we do on moon-shots). Let's stop the patchwork job and give our educators the freedom to try to make the difference with all children, and especially the poor.

Financially, I am talking about $1,000 per child per year, exclusive of facilities.

A breakdown of this figure is as follows:

	Disadvantaged	Transitional	Non-Disadvantaged
Pre-School	$1,200	$1,000	$ 800
Kdg.-3	1,200	1,000	800
4-6	1,200	900	800
7-9	1,400	1,000	1,000
10-12	1,400	1,000	1,000
13-14	1,400	1,100	1,100
Special Education		$1,000 - $2,000	

A general analysis of the above is that initial emphasis needs to be placed on the early years. Then, beginning at the junior high school level, remediation, more expensive equipment, and greater variety of programs create the greater costs. Certainly, those later education costs could be substantially reduced if we were

able to do the prevention in those earlier grades.

I am stating that facilities, personnel, early childhood experiences and institutional change would take place if the money could become available. This is not only how we can make a difference in the lives of poor children, but how we could make a difference in the education of all children and youth.